

Idaho State Department of Education

21st Century Community Learning Centers Grant Program

Application Guidance for 2016-2017



Submission Deadline: 4:00p.m, January 29, 2016
Funded Projects will begin July 1, 2016

Student Engagement and Postsecondary Readiness Division

The Office of the Superintendent of Public Instruction
Boise, Idaho

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Background

The Idaho State Department of Education is pleased to announce the release of the 21st Century Community Learning Centers (21st CCLC) Request for Proposal (RFP). The RFP contains the guidelines that should be followed when applying for a sub-grant under this program.

The 21st CCLC grant program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001. The program started in 1998 and was initially administered at the federal level. The reauthorization in 2001 turned over responsibility for administering this program from the U.S. Department of Education (USDOE) to the State Educational Agency (SEA) in each state. Each state's share of the NCLB funds is determined by a formula based on total Title I funds received, which is based on census data. Funding for this grant program is contingent upon continued funding from the USDOE Title IV B (NCLB).

The purpose of the 21st CCLC program is to establish or expand community learning centers that provide students with social, cultural and recreational enrichment opportunities along with activities designed to complement students' regular academic programs and reduce achievement gaps. Community learning centers provide a range of high-quality services to support student learning and development, and offer families of these students' literacy services and related educational development activities.

The purposes of the 21st CCLC grants include:

- (1) providing opportunities for **academic and enrichment**, including tutorial services, to help students (particularly students in high poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics in an effort to reduce achievement gaps;
- (2) offering students a broad array of **pro-social activities, programs, and events**, such as youth development activities, drug and violence prevention programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offering **families of students served** by community learning centers **opportunities for literacy and related educational development**.

Elements of High-Quality Programming

Students must be provided with academic enrichment and extended learning opportunities that are high quality, based on scientific research, if appropriate, and designed to complement the students' regular academic program. Subgrantees are limited to providing activities within the following list:

- ◆ remedial education activities and academic enrichment learning programs, including providing additional assistance to students allowing the students to improve their academic achievement and reduce achievement gaps;

- ◆ STEM (science, technology, engineering and math);
- ◆ arts and music education activities;
- ◆ entrepreneurial education programs;
- ◆ service-learning activities;
- ◆ college and career readiness;
- ◆ tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- ◆ programs that provide afterschool activities for Limited English Proficient students that emphasize language skills and academic achievement;
- ◆ recreational activities including those providing physical activity;
- ◆ telecommunications and technology education programs;
- ◆ programs that support family engagement and family literacy;
- ◆ programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement;
- ◆ drug and violence prevention programs, counseling programs, and character education programs;
- ◆ health and mental health services;
- ◆ social-emotional learning activities; and
- ◆ programs that directly address the needs for students with disabilities.

Family Support Services: In addition, applications must assess the need for literacy and education services among the adult family members of students participating in the 21st CCLC program. As stated in the *Elementary and Secondary Education Act, 9 USC §9101 (20)*, activities must integrate the following:

- ◆ interactive literacy activities between parents and their children;
- ◆ training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- ◆ parent literacy training that leads to economic self-sufficiency; and
- ◆ an age-appropriate education to prepare children for success in school and life experiences.

Examples of family support services that may be funded using 21st CCLC funds include, but are not limited to, the following:

- ◆ reading and literacy classes that support and strengthen reading, writing, speaking and listening skills;
- ◆ adult education classes;
- ◆ GED completion classes;
- ◆ English language literacy classes;
- ◆ employment and interview support classes;
- ◆ parent education;
- ◆ parent engagement workshops taught in the home language(s) of students and families served; and
- ◆ programs that support the role of community and family train-the-trainers model.

The SDE has approximately \$1.5 million in funds to award for fiscal year 2016-17 to support the implementation of 21st CCLC programs in high-poverty, low-performing communities providing services consistent with the intent and purpose of the federal 21st CCLC statute and guidance. Grants will be awarded for five years. Annual renewal will be based on continued federal funding of the 21st CCLC program and on individual program compliance with federal statute and program requirements. The State Department of Education reserves the right to reduce initial award amounts to maximize statewide impact. Prospective applicants are encouraged to attend a Bidder's Workshop for guidance and assistance on submitting a proposal.

Resources:

- U.S. Department of Education 21st CCLC website: <http://www2.ed.gov/programs/21stcclc/legislation.html>
- Federal Statute link: <http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>
- Non-Regulatory Guidance: <http://www2.ed.gov/programs/21stcclc/guidance2003.pdf>
- Idaho 21st CCLC page: <http://www.sde.idaho.gov/site/cclc/>

Timeline for Proposal Submission and Award

The grant application process for 2015-2016 will be as follows:

- ◆ November 4, 2015 - Release of the application and guidance
- ◆ November 16-20, 2015 - Bidder's Workshops
- ◆ December 4, 2015 - Letter of Intent due (letters submitted after this date are allowable but may result in delayed access to the application portal).
- ◆ **January 29, 2016 - Application must be submitted online by 4 pm MST (3:00 PST).**
- ◆ February - March, 2016 - Peer review of grant applications
- ◆ April 2016 - Announcement of sub-grantees
- ◆ July 1, 2016 - Grant period begins

Eligibility Criteria

Target Population:

Federal criteria requires that states make awards only to applicants that will primarily serve students who attend school buildings with:

- a high concentration of low-income students (40% or more of students in the building qualify as low-income, according to the 2015-2016 school year), or
- serving children attending schools eligible for schoolwide programs under section 1114 under Title I, according to the 2015-2016 school year,

<http://apps.sde.idaho.gov/CFSGA/Year/22/Home/SelectProvider>

(After following this link, type District name. On the left side of the screen, select “Title I-A College & Career Ready”. Then, click on “Allocations to Schools” to view low-income and Title I: Schoolwide eligibility)

Applicants that do not meet one of these priorities are ineligible for funding.

Public and private organizations are eligible to apply for the grant. Examples of eligible agencies and organizations include, but are not limited to:

- ◆ public school districts and private schools (LEAs),
- ◆ community-based organizations (CBOs),
- ◆ non-profit agencies,
- ◆ city or county government agencies,
- ◆ faith-based organizations (FBOs),
- ◆ institutions of higher education, and
- ◆ for-profit corporations.

Partnership Applications: A partnership of two or more such agencies, organizations, or entities is required for eligibility. Please note that a jointly submitted application does not automatically qualify as a partnership. An organization contracted to provide services is not considered to be a partner for this purpose. To be considered a viable partnership, there must be evidence that:

1. The school district administration and at least one other organization collaborated extensively in the planning and design of the program.
2. Each partner organization has substantial roles to play in the implementation of the program (including delivery of services, program evaluation, or program improvement).
3. A formal Memorandum of Understanding (MOU) among the partners and the fiscal agent has been signed that specifically states that the fiscal agent will not simply act as “flow-through” for grant funds.
4. The MOU also identifies all partner obligations and contributions for cash, direct service, or in-kind as well as roles and responsibilities for oversight supervision, management and timeline of events.

Applications submitted without evidence of a viable partnership and a formal MOU will not be considered for funding unless the local educational agency can demonstrate in an application

waiver that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

Principles of Effectiveness: According to the Title IV B statute, programs or activities must be based on the federal Principles of Effectiveness:

- ◆ an assessment of objective data regarding the need for before and after-school programs (including summer programs) and activities in schools and communities;
- ◆ an established set of performance measures aimed at ensuring high-quality academic and social enrichment opportunities;
- ◆ if appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards, reduce delinquency; and
- ◆ a periodic evaluation of programs to assess progress.

Applications that do not fulfill the Principles of Effectiveness will not be considered for funding.

Competitive Priorities: Additional points may be awarded for each competitive priority that is met by the applicant. For proposals serving multiple centers, at least 50% of the school buildings to be served must meet an individual competitive priority to receive additional points. Additional points will be awarded for proposals that:

- ◆ Target students who attend schools that have an extreme poverty rate (60% or more of the building students qualified as low-income in 2015-2016
<http://apps.sde.idaho.gov/CFSGA/Year/22/Home/SelectProvider>
- ◆ Target students who attend schools that have a percentage of Limited English Proficiency (LEP) students above the 2014-2015 statewide average (4%).
<http://www.sde.idaho.gov/site/cclc/grants.htm>
- ◆ Have never received a 21st CCLC grant from the Idaho State Department of Education. These points will only be awarded if all of the school buildings identified in the application are new to the 21st CCLC program. Schools served in rounds one, two and three (before July, 2008) are considered novice grantees. Current and return grantees will have the opportunity to make up these ten points by demonstrating previous program success.

Idaho 21st CCLC State Program Performance Objectives: In an effort to establish consistent, measurable objectives among programs throughout the state, 21st CCLC grantees will be required to incorporate the following objectives. How these objectives are met is at the discretion of the grantee. These objectives will assist in Idaho meeting the recommendations / requirements of the United States Department of Education and to best meet the needs of Idaho students.

The common statewide mandatory objectives are:

1. **Academic:** 80% of program participants attending 30 or more days will show improvement (growth) in academic performance; students meeting proficiency benchmarks will maintain a consistent level of performance. This objective will be measured through Idaho standardized assessments annually (K-3: IRI; 4-11 ISAT, college entrance exams).

2. **Family Engagement/Parental Involvement:** 30% of student program participants will have at least one (1) family member attending one class lasting three or more days. There will be a 5% annual increase in the number of family members participating in educational opportunities.
3. **Social-Emotional Wellness:** All primary program staff with direct contact with students will participate in two professional development trainings annually to ensure understanding of youth development and high quality out-of-school programming. At least one of these trainings must focus on cultivating the social-emotional wellness of program participants. Specific trainings are chosen by the sub-grantee, pending approval by the SDE.

Summer Programs will be required to implement the following objectives:

1. **Academic:** 85% of summer program participants will participate in 20 minutes of age appropriate academic enrichment each day.
2. **Family Engagement / Parent Involvement:** 30% of program participants will have at least one (1) family member participate in one (1) or more event or attending one class.

Program Requirements:

Required Program Hours for the School Year: Centers are required to be open a minimum of 12 hours per week, four days per week and 100 days per school year. Services may be offered:

- ◆ afterschool (example: at least three hours per day, beginning when school dismisses), or
- ◆ both before- and afterschool (example: at least one hour before- and at least 2 hours afterschool, per day).
- ◆ holidays and weekends (if open, recommend operating at least four hours per day)
- ◆ non-school weekdays (if open, program is **required** to operate at least four hours per day)

Summer Break: Centers are required to be open a minimum of 20 hours per week, three days per week and at least two weeks. Programs will be required to operate at least four hours per day that the program is open.

21st CCLC services may not be offered during regular school hours.

Family Support: 21st CCLC services provided to adult family members must be meaningful and ongoing. Accordingly, services that are episodic and non-reoccurring, such as Family Nights and special events, do not fulfill the mission of the program. However, these services are allowable to encourage family involvement when offered in addition to meaningful adult education opportunities.

Evaluation: Grantees must, on an annual basis, participate in the U.S. Department of Education data collection system. Grantees must also track the attendance of program participants, their participating adult family members, and administer an annual parent survey for a statewide evaluation. Additionally, grantees must complete a continuation application for funding annually and conduct a local independent evaluation in the third year of the program to be submitted to the SDE.

Local Evaluation: All 21st CCLC grantees must conduct a local, independent evaluation during the third year of programming and submit an evaluation report to the SDE to demonstrate the program's effectiveness and inform continuous improvement. The evaluation should measure progress in meeting Idaho's statewide objectives and federal 21st CCLC performance indicators. Reports should also include progress in increasing student achievement and behavior for at-risk students. Evaluations should identify program strengths, areas to improve and recommendations for sustainability. Results must be shared with the advisory board, staff, volunteers and general community.

Professional Development: The program director and at least one other staff member must attend two trainings by the SDE annually: a two-day meeting in the fall and a one-day meeting in the spring, in combination with mandatory attendance at the Idaho State Prevention and Support Conference. Applicants are required to budget for these trainings.

Licensing Requirements: Programs operated by school districts on school property and do not receive funds from the Idaho Department of Health and Welfare (IDHW) are not required to go

through IDHW day care licensing. School districts are already required by law to get background checks on all employees, and their facilities are already inspected for school purposes and are in use during the school day.

Programs operated by school districts on school property that charge fees for participation and will receive funds from IDHW for individual student scholarships or IDHW funding for any student participation must comply with the licensing requirements of IDHW (if IDHW requires it as a condition of funding).

Any program not operated by a school district, whether on or off school property, must comply with IDHW day care licensing requirements, including background checks, fire and building inspections.

Budget

Annual award amounts

First-Time Applicants		Current or Return Grantees	
# Students Served	Maximum Request	# Students Served	Maximum Request
25-75 students	\$170,000	25-75 students	\$136,000
76-100 students	\$180,000	75-100 students	\$144,000
101-125 students	\$190,000	101-125 students	\$152,000
126+ students	\$200,000	126+ students	\$160,000

In order to encourage program sustainability, current and return grantees may only apply for up to 80% of the maximum grant award, based on the number of students to be served.

Regular Program Participants: A Regular Program Participant (RPP) is defined as a student who attends the program at least 30 days during the school year. 50% of the total proposed number of students to be served by the program must be RPPs. Grantees that do not meet the required RPPs annually based on the number of students proposed to be served may be subject to a decrease in funding at the discretion of the SDE.

Current Subgrantees: Current state-funded 21st CCLC subgrantees with ongoing projects may not apply for duplicate funding for the same project activities or group of students. However, current subgrantees may apply for significant expansion of services to those students, expansion to additional centers (e.g., expanding to 4 centers instead of 2) or significantly increasing the number of students. The application must clearly show how new funds will be used for new programming.

Applications may be submitted to serve a maximum of four centers.

Multiple Applications: An applicant may apply for more than one grant per funding cycle, as long as there is no duplication of services proposed. Large urban school districts may elect to submit separate applications for clusters of schools in different areas of the city.

Minimum grant awards will be \$72,000 per project, per year. It is important to understand that the total amount available for this competition is \$1.5 million and the SDE aims to fund approximately 7 sites in the 2016-2017 funding cycle. The SDE reserves the right to reduce initial award amounts to maximize statewide impact. The SDE also reserves the right to reduce or eliminate award amounts if key performance indicators are not met. Year-to-year continuation funding will be based on meeting program goals and objectives through measurable outcomes concerning student academics, student participation/attendance, social behavior and family engagement. Funding for this program is contingent upon continued funding from the USDOE Title IV B (NCLB).

Successful sub-grantees will have a five-year grant period. The project will be 100% grant-funded in years 1 and 2, 90% grant-funded in year 3, 80% funding in year 4, and 70% grant-

funded in year 5, contingent upon the satisfactory attainment of continuation funding requirements. Successful applicants will be required to undergo a program evaluation in their third year of programming. In order to aid sub-grantees in absorbing the cost implication of evaluation activities, up to 10% of the 'holdback' in year three will be released to accommodate this activity. The sub-grantee evaluation requirements are based upon the Principles of Effectiveness and must be addressed as a compliance mandate.

Matching Requirements: A minimum match equaling 30% of the grant award is required and must be reflected on the budget forms. The match may be in-kind (staff, space, supplies, etc...). At least 10% of this match requirement must come from outside the participating school district. Sub-grantees must contribute sufficient in-kind or matching funds in years three through five in order to maintain service levels proposed in the awarded grant.

Budget Categories Definitions

- ◆ Supplies - Costs incurred for supplies to carry out program plans are allowable if outlined and approved in the Program Plan. Supplies are items defined as consumable and have a useful life of less than one year. Examples of supplies include paper, printer ink, binders, folders, etc.
- ◆ Equipment - Costs incurred for equipment to carry out program plans are allowable if outlined and approved in the Program Plan. Equipment is defined as an article of nonexpendable, tangible property having a useful life of more than one year. Examples of equipment include calculators, cameras, laptops, printers, etc.
- ◆ Curriculum, textbooks, software and other academic support materials will be considered equipment for the purpose of the 21st CCLC Idaho inventory documentation.
- ◆ Purchased Services - Costs incurred when purchasing a service. These would include: entrance fees for activities, monthly phone services, services provided to the program (arts, karate, and swimming lessons) and contracts other than Professional Development.

Mandatory Budget Items

Some project expenses must be budgeted either in the grant funds requested or the in-kind/matching contributions. These mandatory budget items include: student transportation and staff professional development. In addition to local training, applicants must budget for a fall meeting in Boise and a spring meeting at the Idaho State Prevention and Support Conference. Budgets for the fall meeting should include transportation to Boise, two nights lodging and per diem. The spring meeting should include transportation to Sun Valley, three nights lodging, conference registration of \$170 per person and per diem. Applicants also **have the option** of budgeting for one regional or national conference.

Restricted Costs

Grant funds may be used for the following costs, up to certain limits, if justified by application information.

- ◆ Up to \$500 of the total annual grant award may be spent in remodeling existing physical facilities to house a 21st CCLC program.
- ◆ Applicants will be required to explain any computer hardware purchases and explain how existing local computer resources will be used.
- ◆ Indirect costs are allowed but must be set at the restricted indirect cost rate of the school

district that is the applicant or is partnering with the applicant agency. The 2015-2016 restricted indirect cost rates for school districts are available from School Finance at SDE. Contact Julie Oberle at (208) 332-6840. For other rates please call Camille McCashland at 208-332-6960.

- ◆ Building rental costs are limited to the fair market value for similar facilities in your locale.

Non-allowable Costs

In general, the following expenses are not allowable under the Idaho 21st CCLC Grant Program:

- ◆ programs that operate, or for teaching that occurs, during the regular school day,
- ◆ capital construction,
- ◆ land acquisition,
- ◆ supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes when previously offered and paid for by district or other funds),
- ◆ proposal development, planning and writing costs,
- ◆ other costs as determined by SDE, and

Any costs not allowable for federal programs per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

Application Instructions

Notification of Intent: The SDE requires that all entities planning on submitting an application submit a Letter of Intent; this allows the SDE to set-up the applicant within the application portal. After the Letter of Intent has been received, the SDE will send information about accessing the application. Letters of Intent should be sent to Camille McCashland at cmccashland@sde.idaho.gov by December 4, 2015.

Completed applications must be submitted by January 29, 2016 at 4:00p.m, MST (3:00p.m. PST). The online portal will close automatically at this deadline and will no longer accept application documents. Applications that are incomplete, submitted late, includes an unsigned Memorandums of Understanding or do not follow the 21st CCLC guidelines will not be considered for review. No supplemental or revised information from applicants will be accepted after the closing date.

No facsimile, printed, hand delivered or emailed applications will be accepted.